

TENTH

ANNUAL REPORT

OF THE

SUPERINTENDENT OF COMMON SCHOOLS

OF

PENNSYLVANIA:

BY CHARLES M'CLURE, SUPERINTENDENT:

MADE TO THE LEGISLATURE, JAN. 7, 1844.

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1844.

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OF THE

SUBSISTENCE OF COMMON SCHOOLS

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AT CHARLES E. SCHUBERT, ALBANY, N. Y.

MADE IN THE UNITED STATES OF AMERICA

Printed by the State of Pennsylvania, Harrisburg, 1881

W. H. BARNES, ALBANY, N. Y.

REPORT.

To the Senate and House of Representatives of the Commonwealth of Pennsylvania :

GENTLEMEN:—In accordance with the Acts of Assembly, the Superintendent of Common Schools, respectfully submits to the Legislature his report for the school year ending on the 5th day of June, 1843.

The Superintendent regrets that the shortness of the period he has had charge of the department, together with his official duties as Secretary of the Commonwealth, has prevented him from devoting more time to visiting the districts, and personally inspecting the schools, a measure so necessary for arriving at a correct knowledge of their condition and prospects. This has been in some degree compensated by frequent interviews with school directors and other intelligent friends of education from different sections of the State. The extensive correspondence, on matters connected with the school law, and the numerous questions submitted to the Superintendent for adjustment, have also afforded him an opportunity of observing the workings of the system.

In the early part of last May, a blank for the report was sent to the directors of every accepting district in the State. These reports have been nearly all received. They contain the statistical details relative to the number of schools, teachers and scholars; the receipts from the district tax and State appropriation, and the amount of expenditure for tuition, school houses, &c. They have been carefully transcribed, and an abstract of their contents, with reference to each county, (except Philadelphia city and county,) may be seen in table (B.)

Condition of the Schools.

The following statement affords a view of the condition and operation of the schools during the period embraced in the present report.

The whole number of school districts in the State is 1,139. During the school year 1843, (which ended on the first Monday of June last, and to which this report is confined,) 945 districts levied the necessary amount of school tax, and drew their portion of the State appropriation. Eight hundred and sixty-five of these have forwarded their annual reports. Of the eighty that neglected to report, about one-half were such as discontinued the system at the triennial election last May.

In the districts that reported, there were 6,156 schools kept open, on an average, 5 months and $14\frac{1}{2}$ days.

The whole number of male teachers was 5,264, and female teachers 2,330. The average salaries of male teachers per month \$17 54, and of females \$11 06.

The number of male scholars was 161,164, and of female scholars 127,598. The average number of scholars in each school was 45, and the cost of teaching each scholar per month $40\frac{1}{3}$ cents, or \$1 21 per quarter.

The amount of State appropriation paid to the accepting districts was \$272,720 00, and the school tax levied in the same districts amounted to \$419,920 90.

The whole cost of instruction in the reporting districts was \$446,307 61. Fuel and contingencies \$38,146 51; and the whole amount paid for school houses \$92,749 01.

The above shows an increase, since last year, in every item, except the wages of teachers and the expense of each scholar per quarter.

Schools in Philadelphia.

The schools in Philadelphia city and county have an organization differing in some particulars from that of the general system. Their proceedings are not included in the foregoing statement. The following is an extract from the report of the controllers, made in July, 1843 :

“The number of schools in the District is 214, of which one is the high school, 40 are grammar, 18 secondary, and 76 primary schools; and 80 in the outer sections, where the schools are not classified. The number of teachers, including the professors of the high school, is 499, of which 87 are males and 412 females. The aggregate amount of salaries is \$136,843—and the average compensation to each \$274 23. The number of children in the schools is 33,130, exhibiting an increase of 5,222 since the last report. A number of colored schools are embraced in the above summary, which is taken from an abstract from the half yearly returns.

“The total expenses of the Board, for all purposes, except the erection and fitting up of school houses, have been \$288,766 76 for one year and a half, or an average of \$192,511 18 per annum. This sum includes, not only the cost of tuition, but of fuel, books, stationery and supplies of every description, and also the expenses of the Secretary of the Board and of the Controllers’ chamber, of cleaning and repairing school houses, of advertisements, printing, loss on relief notes, and all the other items which are included by the Auditors under the head of general expenses. By dividing this sum by 33,130, (the total number of scholars,) it will be seen that the average annual expense of each pupil, for all the purposes above stated, and including the pupils of the high school, has been \$5 81—a sum, it is believed, not much above the average expense for books and stationery in private schools. The total amount of salaries of the teachers in the employment of the Board is \$136,843, making the average cost of tuition only \$4 13 per annum.”

This statement may serve to show how much can be effected by a united effort on the part of the people, towards elevating the condition of the common schools. By a steady perseverance in improvement; removing what was found injurious, and supplying what experience proved to be defective; the people of Philadelphia have succeeded in bringing their schools to a very rare degree of perfection. The liberality with which they are supported, on the part of the citizens, and the judicious economy exercised by those intrusted with their supervision, are in the highest degree creditable to all concerned. It is impossible to commend too highly the manner of conducting the details of the system. On a recent visit to the schools of the city, the Superintendent was exceedingly gratified with the zeal and ability of the teachers, their admirable methods of instruction and discipline, together with the rapid progress of the pupils.

These schools are exerting a very salutary influence on those of the State generally. Most of the towns and some of the larger villages have adopted their method of graduating or classifying the schools, while teachers in many places are profiting by their improved modes of instruction and school government.

Colleges, Academies and Female Seminaries.

The Superintendent regrets, in regard to these institutions, that it is not in his power to present a more satisfactory statement; such a small number of them having sent in their reports, and the reports of many of those that did comply with the law in this respect, being by no means complete.

During the year, nine colleges, (including the University of Pennsylvania,) sixty-four academies, and thirty-seven female seminaries, have been in active operation, and received a portion of the appropriation from the State. The colleges received \$9,925 00, academies \$27,929 04, and female seminaries \$10,444 27.

In the five colleges that reported, (Dickinson, Pennsylvania, Marshall, Washington, and the University of Pennsylvania,) there were eight hundred and five students, including those in the preparatory departments, of whom thirty were qualifying them-

selves to become teachers of common schools. The average cost of tuition per annum is \$30 00, except in the University, where it is \$75 00 per annum. The necessary expense, including boarding, washing, &c., is about \$130 00 per annum.

Reports have been received from thirty-eight academies. In these were eighteen hundred and fourteen pupils, of whom two hundred and sixty were preparing to teach common schools. The cost of tuition per pupil varies from \$8 00 to \$24 00. The average is about \$16 00 per annum, and the whole expense per annum, including boarding, about \$112 00.

Thirteen female seminaries reported. These contain four hundred and ninety-four pupils, of whom fifty-three are preparing to teach common schools. The medium cost of tuition for one year is \$12 66, and the necessary expense per pupil, including boarding, \$120 00.

The Superintendent would particularly invite the attention of the Legislature to the suggestion in the latter part of the following extract, from the report of the State Treasurer to the Legislature, made at the commencement of the present session:

“By the Act of Assembly of the 12th April, 1838, an appropriation was made, payable quarterly, for ten years to the universities, colleges, academies and female seminaries of the State, as therein directed. By the appropriation bill of last session of the Legislature, only \$23,500 was directed to be paid thereto, during the year, being one-half of former appropriation.

“The school year for those institutions commences under the original law, the 12th of April—at the time the appropriation bill was signed by the Governor—nearly two quarters of the year had expired, and the full amount had been paid to most of them, agreeably to former law; should one-half the amount of former appropriation be paid for a year from the 29th September, the time the appropriation bill became a law, it will exceed the amount directed, and will require a further provision.

“I would suggest, that the Legislature inquire into the propriety of directing the payment of two full quarters to said institutions, from and after the 29th September last, in the manner provided by the original law.”

The repeal of the Act of 1838, at the present time, four years before the expiration of the term specified, defeats the arrangements to which it gave rise, and evidently occasions the institutions great disadvantage. It is respectfully submitted, whether justice to the seminaries, no less than the interests of education, do not require a continuance of the public bounty at least during the whole time mentioned in the Act.

Beneficial effects of the system.

One of the incidental benefits resulting from the operation of the system, is the increasing attention to the selection of proper text books. A lamentable deficiency has prevailed heretofore, in the quality of the elementary books used in the schools. Their want of adaptation to the purposes of instruction, has been a great hinderance to the success of the teacher, while their endless variety has set his powers of classification at defiance. An attempt was made by my predecessor, in this office, to remedy this defect by recommending a uniform system of school books. How far this will result, in removing the evil in question, remains yet to be seen. At the time of making out the district reports, the recommendation had not been sufficiently long before the public, to produce much alteration. From the agitation of the subject, however, we may anticipate a favorable issue.

Another indication of improvement is the enlargement of the course of studies pursued in the schools, especially in the central portions of the State. That it has been confined to such narrow limits, is doubtless attributable to the fact, that education has been valued only so far as it could be applied directly to the prosecution of business. Reading, writing, and arithmetic, are indispensable in keeping the most ordinary accounts. The want of additional learning has not been felt, and consequently, not sought after. The visible change that is taking place in this respect, shows the progress of more enlightened views.

Great efforts are making in many of the districts, particularly in the western parts of

the State, to procure district libraries. The plan is to furnish each school with a collection of entertaining and instructive books, suitable for the young, to be lent to the scholars under proper regulations, similar to the methods adopted in New York, or Connecticut. The benefits of such a measure are too evident to require discussion. Next to being taught to read; the greatest favor that can be conferred on a youth; is access to books adapted to his taste and capacity. Indeed one will be of comparatively little benefit without the other. The establishment of district libraries affords a cheap and convenient method of accomplishing this object; and should receive the warmest encouragement.

It will be seen by the statement given above, that the salaries of teachers this year have been somewhat lower than they were at the close of the last report. This, however, is easily accounted for, by the difficulty of the times; in consequence of which, teachers, in common with others, have received a diminished compensation for their services. The present revival in business, however, will no doubt, exert a beneficial influence in this department of labor; and in the next report we may expect to find the wages of the teachers considerably increased.

The improvement effected by the system in the character of teachers, as a class, is worthy of special attention. On teachers devolves the most important agency in the work of general education; and it is only through them we can expect to elevate the condition of our common schools. Their post may not be a prominent one; they may attract but a small share of public attention; their labors may be carried on in silence, but their influence, whether for good or evil, is not the less powerful. They form the minds of our future citizens. They give a direction to their tastes; they fashion their moral character. Next to the domestic hearth, the common school does more than any other instrumentality towards determining the future standing of individuals. To the common school teacher is entrusted the task of guiding the early mental efforts of the inquiring youth; repressing his wayward excursions, and training him to profit by the discipline of active life; and render the scenes, through which he is destined to pass, subservient to his intellectual and moral development. Do we wish, therefore, by means of our common schools, to raise up a class of intelligent, enterprising and upright citizens? We must aim at securing the services of competent and faithful teachers. Other measures will be beneficial only so far as they tend to effect this. Systems may be devised; funds appropriated; large and commodious school houses erected; and the provisions of the law in other particulars be properly executed; yet if teachers fail to perform their part, all these efforts to better the condition of the common schools will prove ineffectual.

The Superintendent is, therefore, gratified at being able to state, that so far as his observation has extended, the present school law is bringing forward a body of teachers, superior, both in moral character and literary attainments, to those employed before the adoption of the system. The public has been in some degree awakened to the necessity of having competent teachers—their qualifications form a more frequent subject of discussion—and more correct opinions have been formed, as to what constitutes a suitable instructor for youth. The really meritorious teacher finds his services more justly appreciated, and is incited to the attainment of still higher degrees of skill in his calling; while the negligent and incompetent are compelled to give place to those better fitted for the office.

This is just such a result as might have been anticipated from a system, enjoining such care on the directors in the selection and employment of a teacher, and such strict supervision of the schools under their charge.

Still this is merely a beginning—very much must yet be done before teachers, as a body, will have attained that skill and capacity which the complete discharge of their duties requires. But let us hope, that the present favorable state of public opinion will not subside till teaching, as a profession, attain a rank becoming its importance, and till the teacher be esteemed, not so much in proportion to the amount of his salary, as the real usefulness of his labors.

In the towns and larger villages, where the schools are taught all the year, teaching is, for the most part, a permanent employment. But in districts where the schools are

open but a portion of the time, the teachers generally are either females, or they are young men, who spend the remainder of the year in some manual occupation, or in prosecuting their studies preparatory to entering a profession.

Every days experience shows more clearly the propriety of employing female teachers, especially for the summer schools. Their qualifications for the work are superior to those of the other sex, both on account of their natural disposition and their social relations. They possess a keener sympathy with the young, and can more readily solve their difficulties and anticipate their unuttered inquiries. The affectionate confidence of the pupil is easily secured, and a softening influence is shed over their whole character by the superior tenderness of a female. Their position in society also excludes women from the same variety of pursuits, and, consequently, they have not as many inducements as the other sex to abandon an occupation so well suited to their taste. Besides, they can generally be employed for a smaller salary than male teachers, so that the schools can be kept open for a greater length of time, and a greater amount of instruction imparted at the same expense, than if the teachers were men. It is to be hoped, therefore, that the practice of employing female teachers will more generally prevail, and that a proportionate increase will be made in the amount of compensation, so as to hold out additional inducement for them to engage in the business of instruction.

Among those teachers who devote a portion of the year to agriculture, mechanical, or other manual occupations, there are some who discharge their duties with commendable fidelity, considering the disadvantages they labor under. It would add greatly to their success, however, if they could devote their uninterrupted attention to the duties of the school.

Some young men, between the commencement of their collegiate course and their entrance on their professional career, spend a portion of their time in teaching a common school. This practice is every way deserving of encouragement. It is beneficial to the candidate himself in more respects than one.

The instruction and government of a school necessarily exercises the teacher's powers of illustrating and presenting truth, in a manner suited to different capacities. It imparts skill in the discrimination of character, gives the power of control over the feelings and forms a habit of self-dependence. All which will greatly promote his future success in life, whatever be his profession. Besides he is in this way contributing something, as every educated man is bound to do, towards elevating the standard of common school education. Nor is the prospect of ultimately adopting another profession necessarily an obstacle to his success as a teacher. An individual who is aiming at the increased degree of intellectual culture, necessary for his future profession, succeeds better in imparting this spirit to his pupils, than one who has not such incitement to continue his studies.

Normal Schools.

The establishment of normal schools, or seminaries, for the education of teachers, has been frequently recommended to the Legislature by my predecessors, and plans proposed for their organization. It is not necessary in this place to repeat these recommendations farther than to say that the necessity of some provision for the education of teachers, must be apparent to every one who devotes a moments reflection to the wants of our system.

The main object of these institutions is not to impart to the candidate a knowledge of the branches of a common school education, as that can be done elsewhere; but to instruct him in the art of communicating knowledge, and of governing a school; and these are the very points in which teachers are defective.

The course of study pursued in a common school, is of a very elementary character. A mere knowledge of the branches studied can be acquired in a short time; and if this were all the teacher required, there would not perhaps be such frequent complaints about his incompetency. But to be able to interest and exercise the feelings of the young, awaken and discipline their faculties, and inspire them with a fondness for in-

tellectual pursuits ; to form in them habits of reasoning correctly and acting conscientiously in the various relations they may occupy in life, requires in the teacher a skill which he can derive only from his own experience, or else from the instruction of those who have made it their special study. If left to the results of his own experience, the injury is committed beyond repair, before the remedy is discovered. He may become wise by experience, but it will not be before he has ruined many valuable minds through his mismanagement. But in a normal school, as they are ordinarily constituted, special instructions are given in the best mode of teaching and governing a school ; and at the same time an opportunity is afforded of putting this knowledge into practice, under the eye of one already skilled in the art of teaching. It is unnecessary to enumerate the advantages a course of training like this is calculated to confer.

The Superintendant takes this opportunity to acknowledge the receipt of a valuable communication on this subject, from Lemuel Stephens, Esq. At the suggestion of a former Superintendent, (Mr. Shunk) Mr. Stephens availed himself of his recent sojourn in Europe, to examine into the condition of common schools in Germany ; and particularly into the history and constitution of the teachers' seminaries in the German States. The information he furnishes, is definite and satisfactory, and will be of great value to all who have at heart the interests of common schools in our own country. A copy of the communication accompanies this report. Its publication is respectfully recommended.

Progress of the System.

The school directors of every *non-accepting* district, are required by the twelfth section of the Act of 1836, to call a meeting of the citizens annually, on the same day and at the same place that the election is held for directors, at which the question of establishing the system in the district shall be decided by ballot. By the same section the directors of *accepting* districts may, if they deem it expedient, call a meeting on the first Tuesday of May, 1837, and on the same day in every third year thereafter, to decide whether the system shall be continued or not. In accordance with these provisions, one thousand and eight out of one thousand one hundred and thirty-nine districts in the State, have at one time accepted the school system.

At the triennial election of May, 1840, the system was discontinued by sixty-nine districts. All but thirteen of these, however, have since re-adopted it. The number that discontinued at the triennial election of May, 1843, as nearly as can be ascertained, is eighty. So that including the latter, there are now two hundred and twenty-four non-accepting, and nine hundred and fifteen accepting districts.

In reference to the districts that voted to reject the system at the triennial election, May 2d, 1843, there is every reason to believe, that by far the greater portion will adopt it again at the election next March. For, so far as the causes of its discontinuance have come to the knowledge of the Superintendent, and his information is pretty general on this point, there were very few instances of dissatisfaction with the system itself. The rejection was very generally occasioned by something of a local or temporary character, which would soon have ceased to operate. The inconvenient location of a school house, the appointment of a teacher obnoxious to a few, or some disagreement between the directors and primary committee ; either of these causes, or others equally unconnected with the legitimate operation of the school law, were sufficient for the time to swell the ranks of those hostile to the system, so as, in the excitement of the moment, to occasion its suspension.

But that which more than any thing else, gave the opponents of the common schools the advantage on the day alluded to, was a misapprehension that prevailed very generally, in regard to the Act of 21st April, 1840. By this act it was provided, that the decision against the continuance of the system, given at the triennial election of 1840, should not take effect until one year afterwards, so that the common schools were continued in these districts till May, 1841, instead of ceasing in 1840, as they would have done had it not been for this provision. At the triennial election last May, the friends of the system in many of the districts, under the impression that this

act was permanent and applicable to every triennial election, felt no anxiety about going to the polls, since, as they supposed the decision, if unfavorable, could be reversed at the election next March, before going into effect; consequently but a small number appeared at the election, and these principally such as were anxious to have the system voted down. As was to be expected, a majority of votes polled were for "no schools."

It is evident, therefore, that the result of the election in the districts that rejected the system last May, affords no fair test of the opinions of the people in those districts; and it is confidently believed that at the ensuing election, when the question of accepting or rejecting shall be submitted to them, at least a majority of them will reverse the former decision, and re-adopt the system.

Non-Accepting Districts.

As already stated, the whole number of non-accepting districts, including both those in which the system was never adopted, and those which have discontinued, is two hundred and twenty-four. The aggregate amount of appropriations which has accumulated for their use in the State Treasury, is about \$342,000. The portion due each district is stated in table (A) at the end of the report. This does not include their share of the appropriation of 1836, which, with that of 1835, was deposited in the treasury of each county. Districts which accept the system in the spring of 1844, will, in addition to the sum stated in the table, receive also their portion of the appropriations for the school years 1844 and 1845.

Districts that discontinued the system last spring are not mentioned in the table, as they had drawn all that was due to them at the period of closing this report. Their portion of the appropriations of 1844 and 1845, will also be paid to such of them as re-adopt the system next spring.

The expediency of adopting the common school system is exciting greater discussion among the people of the non-accepting districts. The number in its favor is rapidly increasing. The principal obstacles in the way of its adoption arise from a natural reluctance to depart from old customs, and an extreme caution in regard to any important change. The successful operation of the schools, in places where the provisions of the school law have been for some time adopted and properly observed, will do much towards dispelling these prejudices, and smoothing the way towards a better state of things.

The superiority of these schools over those in the non-accepting districts, must produce a favorable opinion of the system. In the non-accepting districts, generally, the teacher is engaged by subscription on the part of his employers, and often with very little acquaintance with his qualifications. Should he afterwards neglect his duties, or even indulge in habits calculated to corrupt the morals of his pupils, it may be found exceedingly difficult to restrain or dismiss him. For, as generally happens, where responsibility is divided among a large number, none of his numerous employers seems disposed to move in the matter. And a parent will often prefer keeping his child at home, rather than undergo the trouble of prevailing on the people to remove a teacher before the expiration of his term.

It is different in an accepting district, where the system has been properly conducted for a sufficient time to produce its appropriate effects. A board of directors is there chosen by the people, to take the special supervision of the schools. The responsibility devolves upon a select number of individuals, and is not, as in the other case, divided among the people of the whole neighborhood. Substantial school houses are procured with the funds received from the Commonwealth, at comparatively little expense to the district. A vicious or incompetent teacher cannot so easily impose himself on the people; for previous to his employment he undergoes an examination in the presence of the board, both as to his moral and literary qualifications.

The schools, too, are conducted in a better manner, because they are subject to the constant supervision of the directors. Should the teacher be disposed to neglect his duties, or betray his trust, he finds himself checked by the consciousness that the watchful eye of the board will allow no misconduct of his to escape unnoticed.

Any dissatisfaction on the part of parents, or any gross misconduct among the scholars, can more easily be submitted to an organized board of directors than to forty or fifty subscribers. These, and similar advantages, cannot fail to recommend the system to the non-accepting districts.

But the strongest inducement these districts can have for accepting the school law, is the large amount of appropriation they might draw from the State. The money appropriated every year has been reserved for them in the State Treasury. A district which adopts the system this spring, for the first time, would receive a very large sum, as may be seen by the table in the end of the report. True, the whole of this may not be paid to them at once, but a large portion of it will, and the remainder before long; with this they could provide excellent school houses, and keep the schools in operation for a long time to come.

And it is to be remembered, that to draw this money they need only levy a school tax of fifty cents for every taxable. This money belongs to them the moment they comply with the conditions of the law. Other districts have drawn their portion already. These may draw theirs now. Though if they continue to reject the system much longer, they cannot be certain that the appropriation will be reserved for them.

There is another consideration that should have its weight. Every non-accepting district has now to educate its own poor children. The law passed last spring, requires the directors in these districts to raise a sufficient sum by taxation to educate, for six months, all the children in the district, whose parents are too poor to pay for their schooling. Now, let any district calculate and it will be found, that it requires nearly, if not altogether, as much tax to educate these children for six months, as would be necessary to enable them to draw their portion of the State appropriation. Would it not be better for them to adopt the system at once? All parties would be benefitted. The rich could lose nothing by it, for, as just stated, their tax would be little if any increased. And surely the honest poor man can have no reason to oppose it. As things are at present, there is an odious distinction drawn between his own children and those of his wealthier neighbor. His children are known to be educated by the public. And this, though certainly no disgrace, must occasion painful feelings and wound an honest pride. Why not vote for a system that will place all, in this respect, on an equality?

But farther, it must be borne in mind, that by adopting the system once, it is not fixed on a district forever. If, after giving it a fair trial, it is found to work badly, there is an opportunity, every third year, of voting it down, and returning to the old plan. If the facts here stated were generally known, the number of non-accepting districts, it is believed, would rapidly diminish.

Funds.

The undrawn balance of appropriations due to non-accepting districts, is about \$342,000 00. By the Act of 8th April, 1843, this is to remain in the Treasury, for the use of those districts, till the 1st of November, 1845. Under the present law, whenever a district complies with the provisions of the school law, accepts the system and levies the necessary amount of tax, it is entitled to receive the whole of its portion of the above mentioned fund.

This, in many instances, is very considerable, and in districts where school houses are not greatly needed, it might be difficult to expend it judiciously the first or second year. While, for the district treasurer to keep it on hand or to invest it for the use of the district, might, in many instances, be attended with risk. Would it not be better for the district, as has already been suggested by this department, that only a portion of the amount due, say the appropriation of 1836, '37 and '38, should be paid the first year that the system is adopted, and the remainder at convenient periods afterwards. This would secure the fund from being squandered, and would, moreover, be an inducement for the district to continue the system for a period sufficient to give it a fair trial. The latter object, particularly, is deserving of attention, as it is possible for a district at present to draw the whole of the fund the first year, and discontinue the system, at the triennial election, before it has experienced any benefit under its provisions, or sufficiently tested its merits.

Amendments.

Alterations in the general law should be introduced with caution, as they are calculated to impart to it an air of uncertainty, and create derangement and confusion where so many are concerned in executing its provisions.

There is one amendment, however, which the Superintendent would respectfully suggest, and which, if carried into effect, will tend to produce uniformity in the operations of the system, and remove a most fruitful source of controversy.

A large proportion of the difficulties submitted to the Superintendent for adjustment, have reference to the appointment of teacher. By the Act of 1836, the teacher is to be appointed by the primary committee. Though the same Act empowers the directors to fix the amount of his salary. And by the supplement of 1840, no person can be employed as a teacher, unless he shall have been examined by the directors, in conjunction with such persons as they may associate with themselves for the purpose, and have received from them a certificate of his qualifications to teach. So that so far as the teacher is concerned, the power of the committee amounts at present to nothing more than the nomination of a person to the board, who may appoint or reject as they think best. It is this shadow of power in the committee, that occasions such frequent misunderstanding between them and the board, and gives rise to protracted disputes, alike injurious to the interests of education, and annoying to the teachers and all parties concerned.

It is therefore recommended that the appointment of the teacher be hereafter vested exclusively in the directors. The committee will then be confined to the duties specified in the supplement of 1838, viz: "to attend to all the local concerns of the respective sub-districts in which said committee shall be chosen, such as visiting the schools under their charge, providing fuel, repairing school houses, &c," under the direction of the board.

It may be proper here to mention a practice in reference to the division of school districts, which, if continued, will destroy the beautiful simplicity of the present organization.

By the Act of 1836, the boundaries of the school district are the same with those of the township, borough or ward. There cannot be a more convenient arrangement.— In all that relates to the school elections, the assessment and collection of school taxes, the return of taxables, and the auditing of school accounts, it affords incomparable advantages over any other that could be made. This arrangement, however, is in danger of being disturbed by the practice on the part of the Legislature, of dividing a township into two or more school districts. This is never done on account of any inconvenience growing out of the size of the district; for if it be small enough for township purposes, it cannot be too large for school purposes. The division is generally made for the accommodation of the people of one part of the district, who are in favor of adopting the system, but cannot do so, while compelled to vote in connection with the other part. A division is sought for, under these circumstances, to enable one portion to carry out their wishes independent of the other. Apart from the inconveniences and derangement occasioned by such division, the ultimate adoption of the system by the whole district is postponed.

It is respectfully suggested, therefore, that no township be made to form more than one school district, except in cases of peculiar necessity.

Common School Journal.

A monthly paper, devoted to the interest of common schools, is about to be commenced in Philadelphia, the editorial department of which is under the care of Prof. John S. Hart, the distinguished Principal of the Philadelphia Central High School. Much may be anticipated from the experience and zeal of the editor, in every thing relating to the instruction of youth. While, as a medium for diffusing correct views in relation to common schools, and an organ for conveying to directors the opinions of the Superintendent, in relation to the school law, such a publication will be of immense value. It is hoped that it will meet with proper encouragement from the friends of education throughout the State.

Concluding remarks.

From the view here presented of the progress, condition and prospects of our system of general education, there is ample reason for congratulation, and every encouragement to perseverance in our efforts to elevate the condition of the common schools.

The system, ever since its establishment, has been steadily gaining in the good wishes of the people. The number of children, brought into the schools, is every year increasing. There has been an entire change in the style of building school houses. The people, generally, manifest a greater interest in the affairs of the school. The choice of suitable books is exciting discussion and research. There is a disposition to prosecute study more extensively and thoroughly than formerly. Greater care is observable in the selection of teachers. Their moral, as well as literary qualifications, attract a degree of attention before unknown. Teachers are generally improving as a class. They are seeking out and introducing better methods of instruction and school government. The examinations they undergo, and their strict accountability to the board of directors, have a tendency to exclude the worthless and inspire the deserving with greater respect for their office.

From these facts, which, it is believed, can be substantiated by a reference to the reports, we are led to the conclusion, that the present system, with such occasional amendments as experience may justify, is fully calculated to accomplish the object for which it was established. It is far from being asserted, that all has been thus far accomplished which might and ought to have been done. The fault has not been in the system, but in those entrusted with its execution. The school law itself, is but an instrument. Its efficiency must depend on the manner of using it. It affords facilities, but it will not serve as a substitute for personal exertion. Parents, and the friends of education generally, instead of being released by it from further care, are laid under additional obligations to be vigilant and energetic in carrying out its provisions.

Nor are we for a moment to yield to despondency, because our efforts are not crowned with immediate success. A change in the long established opinions of society cannot be effected suddenly—the contrary supposition must expose us to certain disappointment. In raising education to that rank in public estimation to which its importance entitles it, we must grapple with prejudices and usages, the growth of centuries. Other modes of thinking must be adopted, other views instilled into the public mind, before the desired change can take place. Much has been done, but we must not rest here—so surely as we do, shall we find ourselves borne back to where we started from. Strenuous and unintermitted exertions must continue to be made, if we would not lose the advantage already gained. Instead of being disheartened, because we have not at once achieved all that could be desired, let us be animated by the assurance that we are advancing steadily towards our object, and that the means we are now employing, if perseveringly followed up, will ultimately effect the wished for result.

I have the honor to be,

Most respectfully,

Your obedient servant,

CHAS. M'CLURE,

Superintendent of Common Schools.

SECRETARY'S OFFICE,
Harrisburg, January 7, 1844. }

[A]

STATEMENT of the portion of State Appropriation due at the State Treasury to each non-accepting school district, at the close of the school year ending June 5th, 1843.

<i>Adams county.</i>			<i>Clarion county.</i>		
Reading -	-	\$1,812 03	Clarion borough -	-	144 00
Union -	-	195 00	<i>Clinton county.</i>		
<i>Bedford county.</i>			Crawford -	-	102 00
Napier -	-	717 00	Greene -	-	871 36
Southampton -	-	425 00	Logan -	-	730 00
<i>Berks county.</i>			<i>Columbia county.</i>		
Albany -	-	1,967 80	Mifflin -	-	3,214 90
Alsace -	-	3,994 74	Valley -	-	176 00
Amity -	-	2,098 95	<i>Dauphin county.</i>		
Bern -	-	4,584 93	Derry -	-	3,867 79
Bern, Upper -	-	4,043 18	Lykens -	-	2,279 47
Bethel -	-	2,618 83	Mifflin -	-	2,736 00
Brecknock -	-	1,620 18	Rush -	-	66 00
Colebrookdale -	-	1,624 12	<i>Delaware county.</i>		
Cumru -	-	4,412 50	Tinicum -	-	144 00
District -	-	1,096 53	<i>Greene county.</i>		
Douglass -	-	1,549 27	Dunkard -	-	247 00
Earl -	-	1,756 90	Franklin -	-	675 00
Exeter -	-	2,834 70	Greene -	-	1,120 38
Greenwich -	-	2,568 09	Jefferson -	-	834 00
Heidleberg -	-	5,295 83	Marion -	-	180 00
Hereford -	-	2,157 79	Monongahela -	-	1,464 80
Long Swamp -	-	2,882 00	Washington -	-	355 00
Maiden Creek -	-	2,765 10	<i>Jefferson county.</i>		
Maxatawney -	-	2,922 44	Barnett -	-	55 00
Oley -	-	2,750 31	Tionesta -	-	11 00
Pike -	-	1,443 00	<i>Lancaster county.</i>		
Richmond -	-	2,334 82	Brecknock -	-	1,930 06
Rockland -	-	2,388 43	Cocalico, E. -	-	2,715 96
Tulpehocken -	-	4,079 00	Cocalico, W. -	-	2,872 31
Tulpehocken, Upper -	-	2,546 44	Earl, West -	-	2,613 70
Washington -	-	1,725 65	Elizabeth -	-	3,535 21
Windsor -	-	3,200 32	Ephrata -	-	2,896 22
<i>Bucks county.</i>			Lancaster tp. -	-	961 38
Bedminster -	-	3,068 50	Leacock -	-	5,934 43
Durham -	-	329 00	Manheim -	-	3,494 47
Haycock -	-	1,917 20	Sadsbury -	-	2,245 25
Milford -	-	3,709 71	Warwick -	-	6,825 10
New Britain -	-	2,388 30	<i>Lebanon county.</i>		
Northampton -	-	2,722 23	Annville -	-	4,741 82
Richland -	-	3,207 21	Bethel -	-	2,711 40
Rockhill -	-	3,525 38	Jackson -	-	4,204 37
Springfield -	-	3,680 56	Lebanon, N. -	-	2,435 04
Warminster -	-	1,445 32	Lebanon, S. -	-	4,485 34
Warrington -	-	1,109 60	Londonderry -	-	3,736 03
Warwick -	-	1,956 46	<i>Lehigh county.</i>		
<i>Centre county.</i>			Heidleburg -	-	4,136 97
Haines -	-	3,316 75	Lynn -	-	1,213 00
Gregg -	-	705 00	Lowhill -	-	1,187 74
<i>Chester county.</i>			Lower Macungie -	-	3,784 43
West Town -	-	1,320 17	Milford, Upper -	-	5,824 17

Lehigh county—Continued.

Upper Saucon	-	-	4,610	26
North Whitehall	-	-	4,005	91
Weisenburg	-	-	2,769	00

Luzerne county.

Blakely	-	-	154	00
Butler	-	-	659	28
Wilkesbarre borough	-	-	792	00
Wilkesbarre township	-	-	568	00

Lycoming county.

Plumket's Creek	-	-	118	00
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Montgomery county.

Douglas	-	-	1,660	27
Franconia	-	-	1,972	15
Frederick	-	-	2,146	46
Hatfield	-	-	1,621	40
Horseham	-	-	2,220	46
Limerick	-	-	2,797	00
Lower Salford	-	-	1,953	89
Moreland	-	-	3,828	35
New Hanover	-	-	2,457	00
Perkiomen	-	-	2,562	30
Pottsgrove	-	-	2,380	21
Towamencing	-	-	1,480	83
Upper Dublin	-	-	2,754	14
Upper Hanover	-	-	2,580	78
Upper Providence	-	-	3,453	16
Upper Salford	-	-	2,258	81
Worcester	-	-	2,202	51

Northumberland county.

Jackson	-	-	2,151	64
Little Mahanoy	-	-	385	10
Lower Mahanoy	-	-	1,845	00
Upper Mahanoy	-	-	1,746	00
South Coal	-	-	149	00

Schuylkill county.

Barry	-	-	849	85
Brunswick, E.	-	-	1,633	00
Brunswick, W.	-	-	2,252	16
Mahantongo, Lower	-	-	1,201	43
Mahantongo, Upper	-	-	1,946	75

Manheim	-	-	1,052	00
Pine Grove	-	-	1,673	04
Rush	-	-	693	72
Union	-	-	1,386	42
Wayne	-	-	2,218	98
West Penn	-	-	2,138	21

Somerset county.

Brother's Valley	-	-	2,311	86
Conemaugh	-	-	1,186	13
Stoney Creek	-	-	1,493	66
Summit	-	-	892	38

Tioga county.

Horacetown	-	-	41	00
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Union county.

Beaver	-	-	3,837	30
Centre	-	-	2,983	16
Chapman	-	-	524	00
Middle Creek	-	-	894	29
Penn's	-	-	3,505	86
Perry	-	-	480	00
Union	-	-	1,061	00

Wayne county.

Buckingham	-	-	100	00
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Westmoreland county.

Mount Pleasant township	-	-	968	00
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York county.

Dover	-	-	3,532	38
Franklin	-	-	1,609	66
Codorus	-	-	1,995	58
Codorus, N.	-	-	2,616	60
Conewago	-	-	2,179	58
Heidleberg	-	-	2,915	56
Manchester	-	-	3,912	35
Manheim	-	-	2,796	48
Manchester, W.	-	-	2,360	60
Paradise	-	-	3,566	81
Springfield	-	-	2,400	00
Spring Garden	-	-	3,203	14
Washington	-	-	2,333	81
Windsor, Upper	-	-	638	00
York township	-	-	2,699	00

[B]

COUNTIES.	DISTRICTS.			SCHOOLS.			TEACHERS.				SCHOLARS.	
	Whole No. of districts.	No. of districts pd. dur'g year.	No. of districts reporting.	Whole number of schools.	No. of schools yet required.	Average No. of months taught.	Number male teachers.	No. of female teachers.	Average salary's of male teachers per month.	Average salary's female teachers per month.	Number male scholars.	Number of female scholars.
Adams,	19	17	13	92½	5	5m. 6d.	85	21	\$18 17	\$9 62½	2572	1966
Allegheny,	33	33	31	217	14	7 16	197	44	26 34¼	19 90	7127	5437
Armstrong,	14	14	13	110	26	4 18	114	11	15 61	9 62½	2803	2290
Beaver,	23	23	21	163½	15	5 10	147	70	15 91	7 51¼	3625	2909
Bedford,	25	23	20	171	11	5 10	178	1	17 86	15 00	3655	2786
Berks,	37	8	7	37	3	8 0	29	13	20 78½	12 51½	1795	1421
Bradford,	32	31	29	220½	22	6 0	153	171	13 77	5 94	4476	4059
Bucks,	33	18	17	76½	5	9 0	66	37	23 12½	18 00	2765	2391
Butler,	18	18	18	140	6	5 5	131	45	16 10¾	8 41¾	3386	2339
Cambria,	11	11	10	65½	11	3 3	64	2	17 43¼	19 00	1330	949
Centre,	17	14	13	73½	7	4 17	69	6	20 30	13 75	2115	1637
Chester,	46	44	34	180¾	4	6 12	167	45	21 80	16 76	5729	4311
Clarion,	13	12	8	69	6	3 18	57	12	14 84	7 43	1700	1364
Clearfield,	20	19	17	80	12	3 8	71	11	16 31½	8 33	1327	1125
Clinton,	16	12	12	40	10	5 8	36	10	17 06¾	12 03½	981	733
Columbia,	19	15	15	114	4	4 12	104	36	17 10½	10 18	3349	2368
Crawford,	27	27	27	268	27	5 12	203	234	12 73	5 52	5862	5079
Cumberland,	19	19	18	127	5	6 4	111	16	20 00	16 02	3711	2736
Dauphin,	20	13	13	85	3	6 0	71	15	22 27	15 11	2907	2271
Delaware,	21	20	18	64	3	8 0	56	12	23 05	17 72¼	2245	1761
Erie,	24	24	24	240¾	16	6 20	186	253	13 18	5 86	5477	4916
Fayette,	21	21	19	143	6	4 20	127	22	17 90	12 21½	3780	3014
Franklin,	16	16	12	125½	2	6 9	115	12	17 51	13 88½	3653	2890
Greene,	16	9	5	41½	7	3 13	37	5	14 91	14 50	684	479
Huntingdon,	29	26	22	137	5	4 16	131	28	20 93	12 86½	4205	3300
Indiana,	14	13	11	115	5	4 7	98	15	15 56	10 50	2945	2629
Jefferson,	16	14	14	63	12	3 17	59	14	17 32	8 00	1030	837
Juniata,	9	9	9	60½	7	3 16	64	11	17 02	11 73	1718	1342
Lancaster,	34	21	21	214½	9	6 3	179	48	22 13	17 77	8145	6274
Lebanon,	10	4	4	56	5	21	42	4	16 25	13 50	1381	1037
Lehigh,	14	5	5	31	5	5 19	28	3	22 00	16 00	1106	924
Luzerne,	39	33	30	200	24	6 12	153	145	15 83	7 33	5318	4008
Lycoming,	32	31	28	136	14	4 8	120	29	17 01	9 54¼	3358	2766
McKean,	9	9	8	32	4	6 16	31	32	14 16¾	5 29½	633	536
Mercer,	18	18	18	219	10	5 12	191	161	13 71¼	6 59	4933	4329
Mifflin,	11	11	9	52½	4	6 10	48	10	21 85½	14 63½	1246	1070
Monroe,	11	11	8	69½	2	3 12	66	5	14 00	7 00	1491	1122
Montgomery,	32	15	13	64	5	8 8	64	11	22 34	14 83	4023	3493
Northampton,	24	23	23	182	16	6 0	168	27	20 32	14 38½	5981	4621
Northumberland,	15	9	8	50	3	5 9	43	23	20 98	10 92½	1412	1093
Perry,	17	16	15	93	5	4 16	87	4	17 56¼	9 80	2450	1989
Pike,	8	7	6	21	7	5 0	23	8	11 90	6 00	401	359
Potter,	15	15	14	43¾	17	5 17	26	44	12 47	5 50	699	715
Schuylkill,	23	11	11	42	8	7 12	39	12	22 97	15 37	1652	1289
Somerset,	19	10	12	84	4	8 6	85	6	16 87½	7 66	1913	1525
Susquehanna,	23	23	22	195	6	6 6	131	167	12 55	5 69	4050	3432
Tioga,	24	23	22	135½	13	6 6	95	127	14 59	5 75	3046	2688
Union,	17	9	9	49	3	5 0	48	4	19 25½	13 41¾	1578	1240
Venango,	17	17	16	120	14	3 18	82	51	13 92¾	5 90	2206	1852
Warren,	15	15	15	98	11	5 4	56	71	12 68	5 95½	1657	1508
Washington,	30	30	27	207½	4	5 0	190	33	16 50	11 21½	4509	3580
Wayne,	18	17	15	94	4	6 8	61	73	14 09½	6 76	1677	1595
Westmoreland,	24	22	21	249	7	6 12	187	18	17 19½	11 22¾	5792	4384
York,	32	17	15	101	4	5 14	95	22	18 98	11 25	3555	2790
Total,	1139	945	865	6156	463	5 14½	5264	2330	17 54	11 06	161164	127598

[B]—Continued.

COUNTIES.	SCHOLARS.			REVENUE.		EXPENDITURE.		
	Number learn- ing German.	Average No. of scholars in each school.	Cost of teach'g each scholar per month.	Am't of State appropriation paid to accept- ing districts.	Amount of tax levied in ac- cepting dists.	For instruct'n.	For fuel and contingencies	For schoolhou- ses, purchasing, build'g, rent'g and repairing.
Adams,		42	49 $\frac{3}{4}$	\$4,781 00	\$7,447 56	\$8,123 13	\$801 88	\$807 46
Allegheny,	164	67 $\frac{3}{4}$	47 $\frac{3}{4}$	17,546 00	37,419 95	39,127 49	2,805 26	6,191 25
Armstrong,	45	50	40	4,226 00	4,769 24	5,624 08	367 64	919 05
Beaver,	239	44	35	6,650 00	7,415 31	7,667 31	727 49	1,201 21
Bedford,	38	40 $\frac{3}{4}$	46 $\frac{1}{4}$	6,115 00	7,399 02	6,752 84	475 40	2,047 53
Berks,	67	86 $\frac{1}{2}$	32 $\frac{1}{2}$	3,431 00	8,424 81	6,070 71	1,607 49	5,276 20
Bradford,		38 $\frac{2}{3}$	28 $\frac{1}{3}$	6,583 00	6,162 14	9,036 44	475 45	977 14
Bucks,	100	47 $\frac{1}{2}$	50 $\frac{1}{2}$	5,957 00	12,926 44	15,578 17	1,527 53	1,000 82
Butler,	49	41	34 $\frac{3}{4}$	5,633 00	5,803 48	7,586 74	517 27	686 29
Cambria,	62	39	43 $\frac{2}{3}$	2,653 00	3,093 70	2,586 33	241 01	186 37
Centre,	29	46	41 $\frac{1}{4}$	3,592 00	6,282 85	6,174 68	482 69	1,022 48
Chester,		47	54 $\frac{1}{2}$	12,417 00	24,761 70	23,297 40	2,410 19	6,131 60
Clarion,	30	40	37	3,274 00	4,268 95	3,219 46	175 62	291 05
Clearfield,	44	27	50	2,114 00	3,487 43	3,127 20	176 78	1,017 03
Clinton,	8	38 $\frac{1}{2}$	44 $\frac{1}{2}$	1,504 00	2,269 37	3,205 32	609 07	564 01
Columbia,	82	43 $\frac{1}{2}$	36 $\frac{1}{3}$	4,398 00	6,910 96	4,313 15	671 49	695 11
Crawford,	58	38	27	7,249 00	7,097 57	11,561 89	173 26	2,401 92
Cumberland,	126	46	45 $\frac{1}{2}$	7,033 00	13,252 91	15,146 44	1,090 46	2,299 08
Dauphin,	209	69 $\frac{1}{2}$	45	4,116 00	11,878 79	10,717 41	956 76	5,481 57
Delaware,		44 $\frac{1}{2}$	58 $\frac{3}{4}$	4,302 00	10,843 07	11,429 85	1,137 55	1,249 70
Erie,	35	38 $\frac{1}{2}$	33	7,366 00	6,768 32	11,398 04	483 81	1,255 55
Fayette,	49	45 $\frac{1}{2}$	45 $\frac{3}{4}$	6,857 00	8,853 00	9,142 20	518 29	793 03
Franklin,	70	46	41 $\frac{1}{2}$	8,726 00	14,566 50	12,445 54	1,212 35	1,920 57
Greene,	4	31	42	2,497 00	2,429 59	1,687 50	376 62	1,869 25
Huntingdon,	6	48	44	7,654 00	12,480 44	10,987 69	920 28	2,536 37
Indiana,		48	36	4,496 00	5,154 89	6,656 00	235 04	3,961 44
Jefferson,	25	35	43 $\frac{3}{4}$	1,640 00	3,168 13	2,496 49	296 16	1,792 64
Juniata,	112	40	38 $\frac{2}{3}$	2,707 00	3,087 82	3,412 62	243 22	122 21
Lancaster,	453	52	47 $\frac{1}{4}$	12,970 00	25,997 97	27,457 85	2,961 95	11,399 52
Lebanon,	412	52	37	1,995 00	3,359 35	2,938 64	351 25	3,554 31
Lehigh,	401	69	39 $\frac{1}{2}$	1,867 00	2,281 10	2,467 00	449 67	87 42
Luzerne,	49	39 $\frac{1}{2}$	42 $\frac{3}{4}$	7,694 00	8,507 59	11,846 44	1,105 20	1,094 37
Lycoming,	178	46	42 $\frac{2}{3}$	5,204 00	6,276 12	6,431 46	349 14	862 84
M'Kean,	65	26	45 $\frac{3}{4}$	807 00	1,572 97	2,147 30	41 00	471 68
Mercer,	75	40	33	7,154 00	5,718 31	10,458 89	647 71	927 44
Mifflin,	67	46 $\frac{1}{4}$	40 $\frac{3}{4}$	3,212 00	6,420 31	6,067 08	365 97	885 00
Monroe,	268	36	39	2,345 00	2,965 30	2,751 00	205 57	55 35
Montgomery,	136	49 $\frac{1}{2}$	44 $\frac{1}{2}$	6,395 00	13,989 87	12,058 00	2,056 83	1,649 68
Northampton,	1767	51 $\frac{1}{2}$	42	8,960 00	15,252 10	14,316 02	1,307 84	1,877 22
Northumberland,	38	53 $\frac{1}{4}$	35	3,140 00	4,727 72	3,036 00	347 22	726 92
Perry,	33	46	45 $\frac{1}{2}$	3,671 00	4,586 90	4,423 49	365 80	192 96
Pike,		38	33 $\frac{1}{2}$	844 00	1,112 81	1,310 89	13 00	257 05
Potter,		27	41 $\frac{1}{2}$	845 00	1,650 14	1,824 75	5 63	675 59
Schuykill,	70	64	36 $\frac{1}{4}$	4,482 00	10,835 38	7,787 88	891 82	1,890 70
Somerset,	108	48	30	2,171 00	2,660 67	2,526 74	140 59	224 00
Susquehanna,	85	33	31 $\frac{1}{4}$	4,947 00	5,472 24	7,890 43	111 21	532 00
Tioga,	104	39 $\frac{2}{3}$	29 $\frac{2}{3}$	3,753 00	3,959 89	6,302 20	286 34	1,477 15
Union,	138	54 $\frac{1}{2}$	39 $\frac{2}{3}$	2,281 00	2,745 60	4,374 75	538 91	2,295 20
Venango,		36	33	3,226 00	3,173 48	3,710 00	90 88	1,080 58
Warren,		27	35 $\frac{1}{2}$	2,250 00	2,259 27	3,961 27	120 26	993 85
Washington,		36	49 $\frac{2}{3}$	9,204 00	12,146 25	13,439 01	1,577 83	2,181 80
Wayne,		34	33	2,638 00	3,276 10	4,390 75	146 93	240 70
Westmoreland,	27	47 $\frac{2}{3}$	34	8,577 00	11,354 76	13,871 95	1,128 49	1,877 80
York,	108	57	43 $\frac{1}{2}$	6,571 00	9,194 76	8,345 70	823 41	539 95
Total,	6233	45	\$0,40 $\frac{1}{3}$	272,720 00	419,920 90	446,307 61	38,146 51	29,749 01